Inventory of *Doing What Works* (dww.ed.gov) Professional Development Materials

Topic: *Turning Around Chronically Low-Performing Schools (ST)*

TOPIC SUMMARY		
Title/Media Type	**Who**	**Description**
Turning Around Chronically Low-Performing Schools Multimedia Overview 6:37 min		This overview shows how the practices for School Turnaround fit together into a research-based and practical solution for quickly turning around chronically low-performing schools.
Turning Around Chronically Low-Performing Schools Visual Diagram		This diagram shows an approach that integrates 4 practices to support quick and dramatic improvement in student achievement. School turnaround efforts aim to improve student outcomes in chronically low-performing schools by changing how schools and classrooms operate.
Recommendations of the Turnaround Practice Guide Expert Interview 8:20 min	Rebecca Herman, Ph.D. American Institutes for Research	• Dr. Herman provides an overview of the school turnaround topic and discusses the 4 recommendations described in the Practice Guide. • Turning around a school requires a strong leader who is not afraid of making unpopular changes. • Schools should set goals for improvement, and use data to track progress. • Start with "quick wins" in the areas of instructional time, facilities, and discipline. • Maintain a core of committed staff who know the school and the students and are committed to reforms.
People, Time, Money, and Programming Expert Interview 6:25 min	Andrew Calkins, Ph.D. Senior VP, Mass Insight Education and Research Institute	• Dr. Calkins discusses strategies to facilitate school turnaround through effectively managing the schools' use of people, time, money, and programming resources. • Principals must have authority to address low-performing teachers and the ability to engage staff. • Principals need to have the power to reconfigure and extend the school day and school year. • Authority over discretionary funds can be used to address critical needs. • School programming must address the needs of disadvantaged students who lack important supports at home.

Topic: *Turning Around Chronically Low-Performing Schools (ST)*
Practice: *Signal the need for dramatic change with improved leadership. (Improved Leadership)*

PRACTICE SUMMARY	
Title/Media Type	**Description**
Signaling the Need for Dramatic Change With Strong Leadership Multimedia Overview 8:38 min	• Strong leaders communicate expectations and strategies to the staff through inspiration, encouragement, and connections between the school and the community. • Strong leaders share responsibilities, take risks, and implement new practices. • Strong leaders continually monitor progress, provide feedback, and make adjustments to instruction. • Strong leaders need to be accessible to staff, parents, and the community.

LEARN WHAT WORKS		
Title/Media Type	**Who**	**Description**
Signaling Change Expert Interview 3:56 min	Bryan Hassel, Ph.D. Public Impact	• Dr. Hassel describes the importance of strong leadership in school turnaround and the role that principals play in signaling the need and direction for change. • Turnaround leaders must personally analyze data to pinpoint the big problems. • Successful leaders need to be willing to break norms, rules, and traditions. • Leaders must make clear that change is mandatory. • Turning around a school can start with high-visibility "quick wins" to show the staff and community that change is possible and to build momentum.
Supporting and Developing Turnaround Leaders Expert Interview 6:25 min	Bryan Hassel, Ph.D. Public Impact	• Principals must take responsibility for existing problems. Newly hired principals must learn about existing relationships and politics. • Districts must give schools the freedom to build the team and allocate time to get results and support principals meeting resistance. Districts should also monitor progress. • Turnaround leadership requires special skills.

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Title/Media Type	**Who**	**Description**	**Sample Material**
Engaging Teachers and Students Through Strong Leadership Slideshow w/ audio (8 slides)	Dr. Jarvis T. Sanford Dodge Renaissance Academy Chicago, IL	• An elementary school principal discusses steps for planning a school turnaround process. • Identify stakeholders' needs & engage the community through parent meetings. • Use a weekly newsletter to provide information and professional development. • Focus on helping teachers become better instructors and on being open to feedback.	*Description of Turnaround With New Leadership—* This document describes the overall school turnaround process one principal used. The processes include: developing a disciplined environment, building a cadre of talented teachers, and implementing standards-based instruction.
Moving Turnaround Efforts Forward Audio Interview 4:12 min	Brad Huebert Jackson Elementary School Sanger, CA Melissa Brazanos Edgemont Elementary School Moreno Valley, CA	• Two new elementary school principals describe their school turnaround decision-making processes regarding curriculum, communication, scheduling, and assessment. • One principal used assessments at the class, grade, and school level to guide instructional decisions. • One principal describes the school's expanded individualized reading program and use of assessment portfolios that follow students from grade to grade.	No Sample Material
Establishing a Climate for Learning Video Interview 6:05 min	Natalie Elder Hardy Elementary School Chattanooga, TN	• A new principal establishes a climate for learning through change. Changes include: implementing a character education program, developing hallway decorum, and providing interventions for struggling students. • Teachers receive professional development to improve instruction and data use.	No Sample Material

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Title/Media Type	**Who**	**Description**	**Sample Material**
Building Turnaround Principals' Knowledge and Skills Audio Interview 4:28 min	Alan Anderson Josh Edelman Chicago Public Schools Chicago, IL	• Two district leaders describe efforts to develop a cadre of principals with skills to turn around schools. • One challenge in school turnaround is finding leaders with the talent, motivation, & vision. • Accessing nationwide data to compare school leaders and identify strong performances can be helpful when hiring school leaders. • An important district role is to support leaders through professional development.	No Sample Material
Five Pillars That Guide Change Video Interview 4:39 min	Don Davis Waterford High School Waterford, CA	• A high school principal describes principles that guided a school improvement process. • "Personalization" means teachers are involved in some aspect of student life beyond the classroom. • Embracing standards and focusing on formative assessments makes the school "purpose driven." • The school's instruction, assessments, and professional focus are all based on content standards.	No Sample Material
Districts and Schools Working Together to Achieve Results Video Interview 4:34 min	Charles Vidal San Joaquin County Office of Education Stockton, CA	• A district administrator discusses how regional support systems work with schools and districts to improve instruction by analyzing the use of time, quality of lessons, student engagement, and teacher behavior. • District leaders must work with schools to provide them the support and technical assistance they need.	No Sample Material

SEE HOW IT WORKS			
Title/Media Type	**Who**	**Description**	**Sample Material**
Building Relationships With Parents Video Interview 5:46 min	Natalie Elder Hardy Elementary School Chattanooga, TN	• A new principal describes changes to build stronger relationships with parents and the community. • Meeting structures and communication processes encourage parental participation in staff meetings. • Events such as parent workshops and family nights can win parent support.	No Sample Material
	Edgemont Elementary School Moreno Valley, CA		*Staff Meeting Agenda*—A sample agenda for bi-monthly staff meetings. It provides a guide for ways principals can organize staff meetings and allow for teacher teams to work together toward common goals.

DO WHAT WORKS	
Tool	**Description**
School Principal Self-Reflection: Leadership Strategies	A self-assessment tool for modifying existing leadership strategies in the following areas: communication with staff, instructional leadership, and connections with key stakeholders.
Leadership Needs Assessment	A self-assessment tool to assess the need for immediate changes in leadership strategies to enable the beginning of a turnaround process and the school's readiness for change.
District Reflection: Identifying the School Turnaround Principal	District administrators can use this questionnaire to help evaluate principal candidates (including current principals) to lead a turnaround effort.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on improving leadership for turning around chronically low-performing schools. Technical assistance providers can be helpful in supporting this review.

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Topic: *Turning Around Chronically Low-Performing Schools (ST)*
Practice: *Maintain a consistent focus on improving instruction.* (***Focus on Instruction***)

PRACTICE SUMMARY

Title/Media Type	Description
Maintaining a Consistent Focus on Improving Instruction Multimedia Overview 7:39 min	• School leaders can use student, classroom, and schoolwide data to identify targeted areas where instruction can be improved. • Set clear and targeted goals for instructional improvement, then provide training and resources to meet these goals, and monitor results. • The principal should be a highly visible and active instructional leader and act as a role model for teachers.

LEARN WHAT WORKS

Title/Media Type	Who	Description
How Principals Can Help Expert Interview 5:16 min	Daniel Duke, Ed.D. University of Virginia	• Dr. Duke describes strategies from school & business turnaround literature that can improve instruction. • Testing frequently and analyzing the results helps identify students who are struggling. • Develop teams within grade levels for teachers to discuss issues related to students and across grade levels for teachers to ensure that curriculum is aligned and students progressing from one grade to next. • Encourage teachers to examine how they grade homework, how they distribute assignments, and how they manage their classroom to gain insight into where change might be necessary.
The Enacted Curriculum Expert Interview 3:45 min	Joseph F. Johnson, Jr., Ph.D. National Center for Urban School Transformation	• Dr. Johnson discusses how high-performing schools align curricula to state standards, teach the content with a focus on student learning, and prioritize core content to improve student learning. • Improving instruction is the core of generating better results for children. • School and district curriculum guides must be checked for alignment with standards, in addition to monitoring what is actually being taught in the classroom.
Differences Between Successful and Unsuccessful Turnaround Efforts Expert Interview 7:45 min	Joseph F. Johnson, Jr., Ph.D. National Center for Urban School Transformation	• To address a school's needs, if instruction does not change, achievement will not change. • The entire school staff must believe in the new practices being pursued. • Successful schools focus on a small number of practices that match their students' needs. • All practices must acknowledge that the ultimate goal is improving student learning. Teachers cannot merely present content—they must ensure that their students are learning.

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LEARN WHAT WORKS		
Title/Media Type	**Who**	**Description**
The Principal's Role Expert Interview 3:55 min	Joseph F. Johnson, Jr., Ph.D. National Center for Urban School Transformation	• Principals can help their schools improve instruction by being present in the classroom, checking if new teaching strategies are being successfully implemented. • The principal must win the trust of the school's teachers to ensure that they feel supported, and feel motivated to succeed and improve instruction.

SEE HOW IT WORKS			
Title/Media Type	**Who**	**Description**	**Sample Material**
Additional Goals for Improving Instruction Audio Interview 4:31 min	Brad Huebert Jackson Elementary Melissa Bazanos Edgemont Elementary	• Two principals discuss improving instruction through standards, data, and a return to academic basics. • Schoolwide assessments monitor student progress and ensure curriculum is consistently administered. • Curriculum maps incorporate academic standards.	No Sample Material
Planning Together to Support Student Growth Video Interview 3:11 min	Vonetta Maston Hardy Elementary Chattanooga, TN	• A 4th-grade teacher explains how she and her grade-level team meets weekly to review assessment data, discuss individual students, and share teaching strategies. • Meetings shape the school's curriculum and help create a team environment.	*Fifth-Grade Reading Lesson Plan*—A 5th-grade teacher's weekly reading lesson plan that outlines each day's lesson, the standards & learning objectives, the teaching strategies, and lesson evaluation. *Curriculum Alignment Map*—A map that aligns language, math, social studies/science standards to assessments and themes teachers in pre-K and 5th grade need to cover.
Setting High Standards Audio Interview 4:34 min	William Broderick-Villa Waterford HS Waterford, CA	• A geometry teacher discusses an approach for determining students' grades to ensure students reach proficiency on all math standards. • Tests are broken up by standard; students must get 80% or above on each standard, but may keep trying until they do.	*RSDSS 6 Instructional Time Survey: Aggregated Survey Results*—Findings and recommendations from the Regional System of District and School Supports Instructional Time Survey (RSDSS). It provides schools with aggregate statistical findings on their level of efficiency in the use of instructional time.

	SEE HOW IT WORKS		
Title/Media Type	**Who**	**Description**	**Sample Material**
			Mission Statement, Five Pillars, and Expected Schoolwide Learning Results (ESLRs)—A resource that presents a high school's mission statement, Five Pillars, and Expected Schoolwide Learning Results.
Professional Community Time Classroom Video 6:12 min	Don Davis Waterford HS Waterford, CA	• A principal leads his staff in a discussion of the school vision. Teachers then work collaboratively to develop activities to foster higher-order thinking. • A culture of collaboration must be focused on the right things to be productive. • Higher-order thinking activities can improve student learning; these are easier to plan ahead of time than to incorporate "on the fly."	*Professional Development Concept Attainment Presentation*—A professional development presentation focused on concept attainment. Topics include: Conceptual Clarity, Multiple Examples, Dual Discrimination, and Conceptual Competence. Slides that check for understanding are included along with group activities.
Teachers Implement Changes to Improve Instruction Video Interview 6:19 min	Lindy Blazek Jennifer Hartley Dustin Dotzler Hardy Elementary Chattanooga, TN	• A music, special education, and 5th-grade teacher discuss strategies they have learned & successfully implemented, including using centers to differentiate instruction. • State assessment results are used to shape curriculum and integrate literacy instruction in all subject areas.	*Daily Student Report*—A daily behavior report for students that allows teachers to highlight areas of concern or praise. Parents are required to read, sign, and return the forms to the classroom.
Strategic Math Support Classes Video Interview 3:54 min	Don Davis Ed Rapinchuk Maria Salgado Waterford HS Waterford, CA	• A principal discusses how placing support classes within the regular school day help students who perform below the basic level in algebra. • Math teachers collaborate to align the support classes with the core algebra classes. • A support class is taught in English and Spanish.	No Sample Material

SEE HOW IT WORKS			
Title/Media Type	**Who**	**Description**	**Sample Material**
Improving High School Instruction Video Interview 7:17 min	William Frey Waterford HS Waterford, CA	• The science chair shares instructional strategies used to engage students in learning. • Teachers need to have a clear objective, regularly check for understanding, and provide opportunities for meaningful collaboration among students. • An effective way to monitor student learning is to consistently call on students who are not raising their hand or volunteering answers.	*New Teacher Orientation Manual*—A manual to help orient new staff to the school's culture that focuses on continuous conversations and collaboration to improve instruction. It presents the mission, vision, five pillars, instructional norms and goals, and administrative procedures.
Instructional Tours Video Interview 2:08 min	Don Davis Waterford HS Waterford, CA	• A principal explains how teachers visit each other's classrooms to learn new instructional strategies. • Classroom observations can spark conversations between teachers about instructional practices and decision making.	*Walk-Through Observation Form*—A checklist used by an elementary school principal during routine classroom walk-throughs. Feedback is provided on such practices as: classroom environment, clear instructional objectives, use of instructional strategies, and student engagement.
Observing Instruction to Build Capacity Video Interview 5:17 min	Carolyn Viss Travis Walsh Waterford HS Waterford, CA	• A math department chair conducts a coaching session with a math teacher based on a classroom observation of a core algebra class. • She acknowledges good instructional practices and offers solutions for specific dilemmas.	*Walk-In Observation Form*—An observation form used by instructional leaders to check on the alignment of teachers' instruction with the schools' instructional norms. *Assessment Data and Math Department Success Elements*—A data report used by math teachers to collaboratively analyze data to determine strengths/weaknesses in student learning.
Using Data to Improve Instruction Video Interview 6:22 min	Yvonne Brandon Richmond School District Richmond, VA	• A superintendent believes using data to assess school performance is critical. • The district meets with school teams to review data and monitor the school's progress toward its goals.	*Charting the Course to Academic Excellence*—A district template for school data management. This school uses it to record 3-year data trends, data from the previous year, bi-weekly data reports, and discipline issues in order for staff to direct and improve instruction.

		SEE HOW IT WORKS	
Title/Media Type	**Who**	**Description**	**Sample Material**
	Dodge Renaissance Academy Chicago, IL		*Awards Sheet*—A log for staff to celebrate student successes by displaying those who made honor rolls and received "Extra Effort," "Perfect Attendance," and "Homework Stars" awards. *Strategic Instructional Plan*—A template for teachers to outline their instructional strategies for other staff. Teachers describe how a concept was taught, determine the percentage of students who met or exceeded the mastery benchmark, and plan strategies for sustained mastery of the concept over time. *Homework Trouble Sheet: Eighth-Grade Mathematics*—A worksheet completed by students having trouble answering questions on their math homework. They explain the problem, show their work and strategies used to try to solve the problem. Completing the form allows students to have their homework excused for one day to get extra assistance. *Homework Log*—A log that outlines student's daily homework for the week for all subjects. It allows parents, students, and teachers to be knowledgeable about what is expected. Parents must sign and return the log.
	Hardy Elementary Chattanooga, TN		*Tennessee State Assessment Results Score Report*—A report that indicates student proficiency levels by year, grade, gender, and subject area. The data can determine strengths/weaknesses in student learning, thus guiding instructional planning.

DO WHAT WORKS	
Tool	**Description**
Learning Together: Using Data to Improve Instruction	A workshop that can be used for an in-service on using student data to improve instruction and learning. Teachers learn how to collect, analyze, and use student data on a regular basis.
Planning Classroom Observation	Principals and instructional leaders can use this observation tool to plan classroom observations & follow-up dialogue. The focus is on observations to help teachers improve their instruction rather than observations to evaluate teachers.
Curriculum Mapping Tool	This curriculum mapping planning tool provides one approach schools can use to align the curriculum with standards and assessments.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on focusing on improving instruction for turning around chronically low-performing schools. Technical assistance providers can be helpful in supporting this review.

DOINGWHATWORKS

Topic: *Turning Around Chronically Low-Performing Schools (ST)*
Practice: *Make visible improvements early in the school turnaround process.* (***Quick Wins***)

PRACTICE SUMMARY

Title/Media Type	Description
Making Visible Improvements Early in the Turnaround Process Multimedia Overview 5:55 min	• Turnaround principals should go for "quick wins" to rally staff and parents around the turnaround effort, build momentum, and overcome internal resistance. • Quick wins are highly visible improvements that can be implemented early in the turnaround process; they have been used in many successful turnarounds. • The key components of quick wins are conducting a needs assessment at the school site, setting goals that can be achieved quickly and are visible to the school staff and the community, and developing a process for accomplishing these goals.

LEARN WHAT WORKS

Title/Media Type	Who	Description
Motivating Reform With Quick Wins Expert Interview 3:40 min	Sam Redding, Ph.D. Center on Innovation & Improvement	• Dr. Redding discusses that turning a school around should start with high-visibility "quick wins" to show the staff and community that change is possible. • Engage the staff and community in identifying targets for these first changes. • Turnaround leaders need to have cooperation and support from the district.

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Title/Media Type	Who	Description	Sample Material
Examples of Quick Wins Slideshow w/ audio (5 slides)	Andrew Calkins Mass Insight Education & Research Institute Lindy Blazek Natalie Elder Hardy Elementary Lynn Garner White Elementary	• Quick wins provide staff the boost they need to invest in turnaround. • A quick win to help struggling students master basics in reading and math was to use flashcards all over the school to help the students practice. • Another quick win focused on how problems at home were distracting students from learning at school. Teachers began meeting students at their drop-off with a friendly face and easing them into school.	*Grade-Level Scheduling*—This document outlines the instructional and library schedule for each grade level. All teachers follow the same daily schedule to provide support services, ensure adherence to required instructional minutes, implement intervention programs, and allow for collaborative planning.

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Title/Media Type	**Who**	**Description**		**Sample Material**
		• A school that had students wearing provocative or gang clothes chose school uniforms as a quick win.		
Increasing Time on Task Presentation 4:04 min	Don Davis Waterford HS Waterford, CA	• A high school principal discusses quick wins to reduce classroom interruptions and increase the percentage of class time dedicated to instruction and learning. • Move announcements to a single time; stop the school's administrative interruptions. • An alternating block schedule decreases transitions and maximizes time on task.		*"Caught You Teaching to the Norms" Notepad*—A notepad used by teachers and instructional leaders during brief observations to provide positive comments and note teachers' integration of the school's instructional norms into daily lessons.

DO WHAT WORKS	
Tool	**Description**
Observing the School: Identifying Potential Quick Wins	This observation tool provides examples of areas and behaviors to observe in order to note where a quick win activity could be implemented and where an improvement would make a positive difference for students and teachers.
Planning for the Implementation of Quick Wins	A planning worksheet to document ideas for areas of immediate change, plan possible solutions, and anticipated results.
Tracking the Implementation of Quick Wins	An assessment matrix for school administrators to track the progress of the implementation of quick wins and to reflect on the lessons learned from them.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on quick wins for turning around chronically low-performing schools. Technical assistance providers can be helpful in supporting this review.

Topic: *Turning Around Chronically Low-Performing Schools (ST)*
Practice: *Build a staff committed to the turnaround process.* ***(Committed Staff)***

PRACTICE SUMMARY	
Title/Media Type	**Description**
Building a Staff Committed to the Turnaround Process Multimedia Overview 9:26 min	• Building a committed school staff may require reassigning, releasing, and hiring staff members. Staffing decisions must be based on a personal knowledge of each individual teacher. • Committed teachers and administrators believe that all students can learn, and it is reflected in their interactions with students. • Committed teachers support the school's plan to make dramatic changes in order to turn around the school and are willing to change old habits, dedicate time to professional development, and collaborate with other teachers.

LEARN WHAT WORKS		
Title/Media Type	**Who**	**Description**
Understanding and Meeting Staffing Needs Expert Interview 7:18 min	Julie Kowal Public Impact	• The turnaround leader must build a committed staff early in the process. At the beginning of the school year, look at test results and grade reports and informally observe as many teachers as possible. • Successful turnarounds are often the product of selective staff replacement—not an entirely new staff. One or two staff members who are not on board can bring the whole school down. • The district must trust the school leader and give the leader control over staff decisions but can help through recruiting efforts and negotiating with the union.
Developing a Climate for Change Expert Interview 6:12 min	Julie Kowal Public Impact	• Leaders of turnaround schools must be able to get buy-in from every staff member in the school for the radical changes that will be required. • Principals should form quick bonds with the school and community's informal leaders early in the turnaround, and enlist the help of these allies. • Successful turnaround schools undergo a transformation in the climate of the school.

SEE HOW IT WORKS			
Title/Media Type	**Who**	**Description**	**Sample Material**
Reconstitution: Reinvigorating Teacher Practices Video Interview 6:24 min	Nancy Zima-Gentry Patricia Harvey Vonetta Maston Hardy Elementary Chattanooga, TN	• Three literacy teachers discuss the process of applying to be rehired after the school was reconstituted. • The school hired only those who bought into its vision. • School leaders used staff retreats to create a sense of family and reinforce teachers' commitment to the school. • The school now has a waiting list of new teacher applicants.	No Sample Material
Empowering and Motivating Teachers in Two Turnaround Schools Audio Interview 5:21 min	Lynn McGinnis-Garner Edward H. White Career Academy Jarvis Sanford Dodge Renaissance Academy Chicago, IL	• Principals of 2 turnaround schools discuss challenges and strategies to teacher resistance and empowerment. • Teachers with tenure were resistant to change, creating a challenge to improving the school. • The principal worked to build relationships with individual teachers and to rally all staff behind the goal of academic improvement.	No Sample Material
A District's Strategy to Improve Nine Struggling Schools Audio Interview 3:37 min	Ray Swoffard Hamilton County Schools	• A district leader discusses the district's rationale and process for school reconstitution. • All teachers reapplied for their positions and new principals were assigned to the schools. • Test scores immediately went up; this process combined with professional development has resulted in continuing score increases.	No Sample Material

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Title/Media Type	**Who**	**Description**	**Sample Material**
Building a Sense of Community Video Interview 5:48 min	Irene Williams Fairfield Court Elementary Richmond, VA	• An elementary school principal describes building a sense of community among staff by: establishing an open-door policy, planning team-building activities, and highlighting teachers' successes that helped build morale. • Teachers who did not buy into the changes were encouraged to leave; the remaining staff members were committed to doing "whatever it takes" to improve student learning. • Teachers strengthen their commitment through grade-level team planning and support from master teachers.	No Sample Material
	Waterford HS Waterford, CA		*Teacher Interview Questions and Scoring*—A resource of interview questions and scenarios asked to prospective high school language arts teachers. *Lesson Observation*—A data and assessment form used in formal high school lesson observations. Observers rate the teacher on methods of instruction. *Postcard: We are #1!*—A postcard depicting a high school's status as having the highest California performance index score in a 5-county region.
	Hardy Elementary Chattanooga, TN		*Staff Norms*—A list of norms for staff interactions and communications.
	Edgemont Elementary Moreno Valley, CA		*Key Ideas of Professional Learning Communities*—A presentation used in staff meetings to review the foundational principles of PLCs. *Grade-Level Norms*—A list of norms that guide teacher behavior and collaboration at grade-level team meetings.

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DO WHAT WORKS	
Tool	**Description**
Build a Protocol for Job Candidate Interview	A self-assessment tool to reflect on current practices for interviewing new staff and consider ways to improve interview protocols in turnaround schools to ensure that schools recruit staff with the right types of skills.
Learning Together to Build a Committed Staff (Part 1)	District leaders can use the professional development materials in this workshop for an in-service for school leaders on the importance of and steps for building a staff committed to school turnaround.
Learning Together to Build a Committed Staff (Part 2)	District leaders can use the professional development materials in this workshop for an in-service for school leaders on the importance of and steps for building a staff committed to school turnaround. In Part 2, principals and school leaders will watch multimedia presentations of principals who have been successful in building a committed staff and develop a plan to change the school climate.
Knowledge and Skills Inventory	A self-assessment tool to evaluate the school's staffing strengths and needs, in order to reassign, hire, or otherwise change staff assignments to better turn around the school.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on having staff committed to turning around chronically low-performing schools. Technical assistance providers can be helpful in supporting this review.